The New York State Report Card

2011–12

School **CLYDE-SAVANNAH ELEMENTARY SCHOOL**
School ID **65-03-01-04-0002**
District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**
Principal **THOMAS CASTELLANO**
Telephone **(315) 902-3100**
Grades **K-5**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

1 Profile
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:
Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

School **CLYDE-SAVANNAH ELEMENTARY SCHOOL**
School ID **65-03-01-04-0002**

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

Enrollment

	2009–10	2010–11	2011–12
Pre-K	30	27	
Kindergarten	58	61	63
Grade 1	70	61	64
Grade 2	59	70	61
Grade 3	52	55	75
Grade 4	58	50	56
Grade 5	0	0	52
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K–12	297	297	371

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size

	2009–10	2010–11	2011–12
Common Branch	15	19	19
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1–6.

1 Profile

School **CLYDE-SAVANNAH ELEMENTARY SCHOOL**
School ID **65-03-01-04-0002**

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009–10		2010–11		2011–12	
	#	%	#	%	#	%
Eligible for Free Lunch	139	47%	100	34%	160	43%
Reduced Price Lunch	46	15%	31	10%	48	13%
Limited English Proficient	0	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	0	0%	0	0%
Black or African American	28	9%	24	8%	29	8%
Hispanic or Latino	13	4%	11	4%	14	4%
Asian or Native Hawaiian/Other Pacific Islander	2	1%	3	1%	4	1%
White	253	85%	258	87%	324	87%
Multiracial	0	0%	1	0%	0	0%

Demographic Factors Information

Eligible for Free Lunch and *Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions

	2008–09		2009–10		2010–11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		95%		94%
Student Suspensions	7	2%	5	2%	3	1%

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

School **CLYDE-SAVANNAH ELEMENTARY SCHOOL**
School ID **65-03-01-04-0002**

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009–10	2010–11	2011–12
Total Number of Teachers	35	29	33
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	0%	3%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	9%	10%	6%
Total Number of Core Classes	51	26	27
Percent Not Taught by Highly Qualified Teachers in This School*	0%	4%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	1%	1%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	67	52	51
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

*Not available at the district or statewide level.
**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008–09	2009–10	2010–11
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	N/A	N/A
Turnover Rate of All Teachers	8%	21%	21%

Staff Counts

	2009–10	2010–11	2011–12
Total Other Professional Staff	4	4	2
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K–6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.
In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **CLYDE-SAVANNAH ELEMENTARY SCHOOL**
School ID **65-03-01-04-0002**

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard
Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.
Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.
Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.
Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard
Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.
Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.
Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the mathematics content expected at this grade level.
Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at http://www.p12.nysed.gov/irs/sirs/.

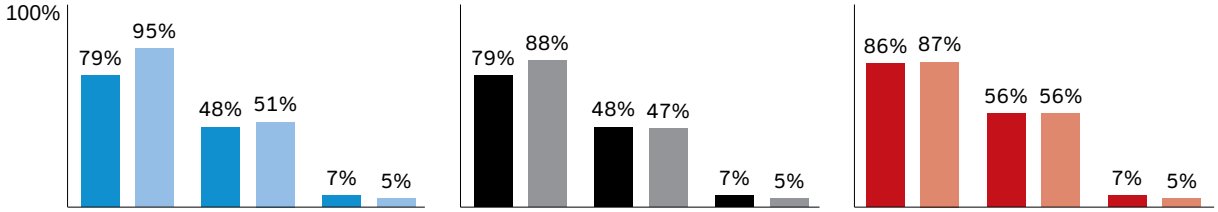
2 Student Performance

School **CLYDE-SAVANNAH ELEMENTARY SCHOOL**
School ID **65-03-01-04-0002**

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

Results in Grade 3 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 660 *Range:	644–780	663–780	694–780						
2011 Mean Score: 664									
Number of Tested Students:	58 52	35 28	5 3	58 52	35 28	5 3			



Results by Student Group

Student Group	2011–12 School Year Total Tested	Percentage scoring at level(s): 2–4	3–4	4	2010–11 School Year Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**73**	**79%**	**48%**	**7%**	**55**	**95%**	**51%**	**5%**
Female	41	83%	46%	10%	32	97%	63%	6%
Male	32	75%	50%	3%	23	91%	35%	4%
American Indian or Alaska Native								
Black or African American	8	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	63	81%	48%	6%	48	94%	52%	4%
Multiracial								
Small Group Totals	10	70%	50%	10%	7	100%	43%	14%
General-Education Students	61	92%	57%	8%	44	100%	59%	7%
Students with Disabilities	12	17%	0%	0%	11	73%	18%	0%
English Proficient	73	79%	48%	7%	55	95%	51%	5%
Limited English Proficient								
Economically Disadvantaged	51	75%	41%	4%	34	91%	41%	0%
Not Disadvantaged	22	91%	64%	14%	21	100%	67%	14%
Migrant	1	–	–	–				
Not Migrant	72	–	–	–	55	95%	51%	5%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports.*

Other Assessments

	2011–12 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4	2010–11 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

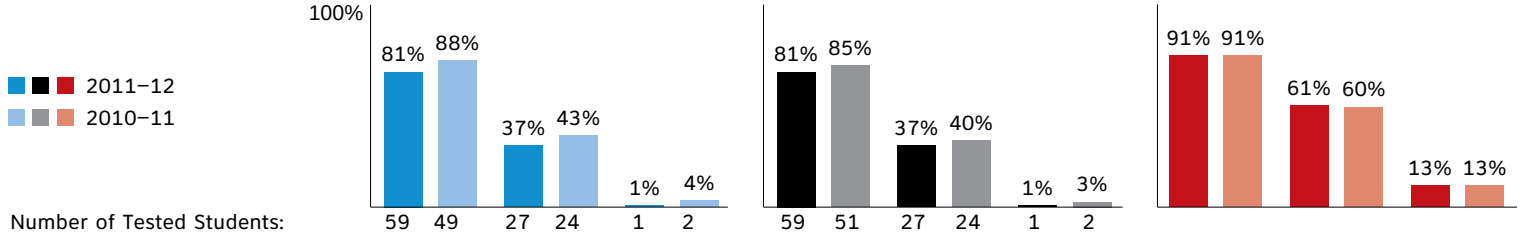
2 Student Performance

School **CLYDE-SAVANNAH ELEMENTARY SCHOOL**
School ID **65-03-01-04-0002**

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

Results in Grade 3 Mathematics

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 677 *Range:	662–770	684–770	707–770						
2011 Mean Score: 681									
Number of Tested Students:	59 49	27 24	1 2	59 51	27 24	1 2			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**73**	**81%**	**37%**	**1%**	**56**	**88%**	**43%**	**4%**
Female	41	80%	34%	2%	32	91%	41%	0%
Male	32	81%	41%	0%	24	83%	46%	8%
American Indian or Alaska Native								
Black or African American	8	–	–	–	5	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	63	81%	38%	2%	48	90%	46%	4%
Multiracial								
Small Group Totals	10	80%	30%	0%	8	75%	25%	0%
General-Education Students	61	89%	44%	2%	44	93%	50%	5%
Students with Disabilities	12	42%	0%	0%	12	67%	17%	0%
English Proficient	73	81%	37%	1%	56	88%	43%	4%
Limited English Proficient								
Economically Disadvantaged	51	82%	33%	0%	35	80%	37%	0%
Not Disadvantaged	22	77%	45%	5%	21	100%	52%	10%
Migrant	1	–	–	–				
Not Migrant	72	–	–	–	56	88%	43%	4%

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Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

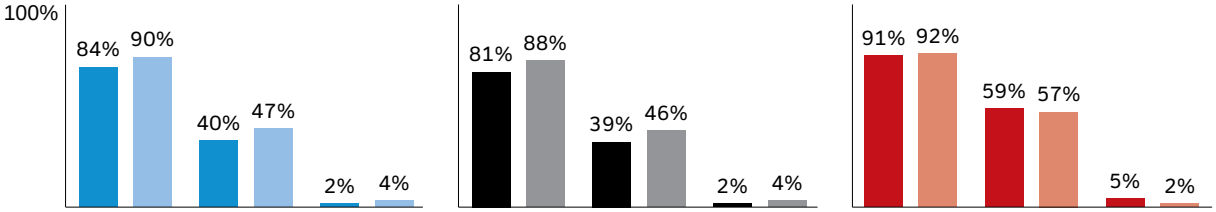
2 Student Performance

School **CLYDE-SAVANNAH ELEMENTARY SCHOOL**
School ID **65-03-01-04-0002**

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

Results in Grade 4 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 663 *Range:	637–775	671–775	722–775						
2011 Mean Score: 671									
Number of Tested Students:	48 44	23 23	1 2	48 44	23 23	1 2			



Results by Student Group

Student Group	2011–12 School Year Total Tested	Percentage scoring at level(s): 2–4	3–4	4	2010–11 School Year Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**57**	**84%**	**40%**	**2%**	**49**	**90%**	**47%**	**4%**
Female	33	88%	48%	0%	27	85%	52%	7%
Male	24	79%	29%	4%	22	95%	41%	0%
American Indian or Alaska Native								
Black or African American	5	–	–	–	2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	49	84%	41%	2%	45	–	–	–
Multiracial								
Small Group Totals	8	88%	38%	0%	49	90%	47%	4%
General-Education Students	44	95%	52%	2%	43	95%	53%	5%
Students with Disabilities	13	46%	0%	0%	6	50%	0%	0%
English Proficient	57	84%	40%	2%	49	90%	47%	4%
Limited English Proficient								
Economically Disadvantaged	32	81%	28%	0%	28	86%	43%	4%
Not Disadvantaged	25	88%	56%	4%	21	95%	52%	5%
Migrant								
Not Migrant	57	84%	40%	2%	49	90%	47%	4%

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Other Assessments

	2011–12 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4	2010–11 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

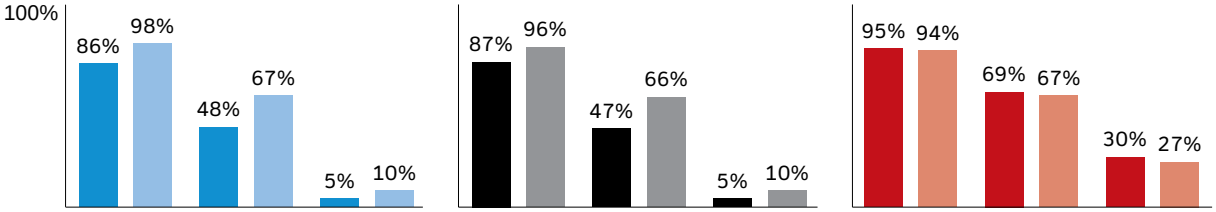
2 Student Performance

School **CLYDE-SAVANNAH ELEMENTARY SCHOOL**
School ID **65-03-01-04-0002**

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

Results in Grade 4 Mathematics

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 671 *Range:	636–800	676–800	707–800						
2011 Mean Score: 686									
Number of Tested Students:	50 48	28 33	3 5	52 48	28 33	3 5			



Results by Student Group

Student Group	2011–12 School Year: Total Tested	Percentage scoring at level(s): 2–4	3–4	4	2010–11 School Year: Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**58**	**86%**	**48%**	**5%**	**49**	**98%**	**67%**	**10%**
Female	34	85%	47%	6%	27	96%	59%	7%
Male	24	88%	50%	4%	22	100%	77%	14%
American Indian or Alaska Native								
Black or African American	5	–	–	–	2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	50	84%	48%	6%	45	–	–	–
Multiracial								
Small Group Totals	8	100%	50%	0%	49	98%	67%	10%
General-Education Students	45	98%	62%	7%	43	100%	74%	12%
Students with Disabilities	13	46%	0%	0%	6	83%	17%	0%
English Proficient	58	86%	48%	5%	49	98%	67%	10%
Limited English Proficient								
Economically Disadvantaged	32	78%	28%	0%	28	96%	68%	4%
Not Disadvantaged	26	96%	73%	12%	21	100%	67%	19%
Migrant								
Not Migrant	58	86%	48%	5%	49	98%	67%	10%

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Other Assessments

	2011–12 School Year: Total Tested	Number scoring at level(s): 2–4	3–4	4	2010–11 School Year: Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

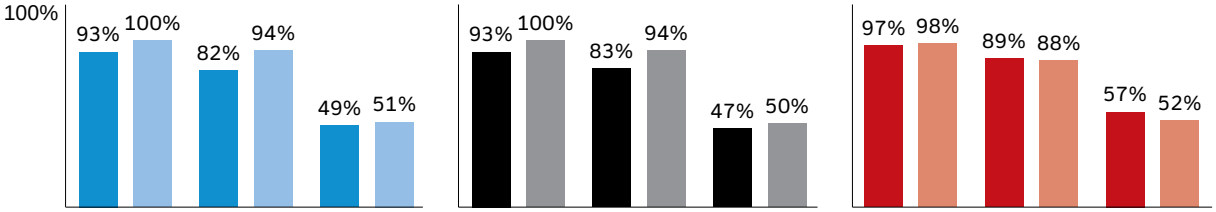
2 Student Performance

School **CLYDE-SAVANNAH ELEMENTARY SCHOOL**
School ID **65-03-01-04-0002**

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

Results in Grade 4 Science

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 78 Range:	45–100	65–100	85–100						
2011 Mean Score: 84									
Number of Tested Students:	53	49	47	46	28	25	55	50	49	47	28	25



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**57**	**93%**	**82%**	**49%**	**49**	**100%**	**94%**	**51%**
Female	33	94%	82%	39%	27	100%	89%	44%
Male	24	92%	83%	63%	22	100%	100%	59%
American Indian or Alaska Native								
Black or African American	5	–	–	–	2	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	49	92%	84%	47%	45	–	–	–
Multiracial								
Small Group Totals	8	100%	75%	63%	49	100%	94%	51%
General-Education Students	44	98%	93%	64%	43	100%	100%	56%
Students with Disabilities	13	77%	46%	0%	6	100%	50%	17%
English Proficient	57	93%	82%	49%	49	100%	94%	51%
Limited English Proficient								
Economically Disadvantaged	32	88%	75%	34%	28	100%	93%	50%
Not Disadvantaged	25	100%	92%	68%	21	100%	95%	52%
Migrant								
Not Migrant	57	93%	82%	49%	49	100%	94%	51%

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

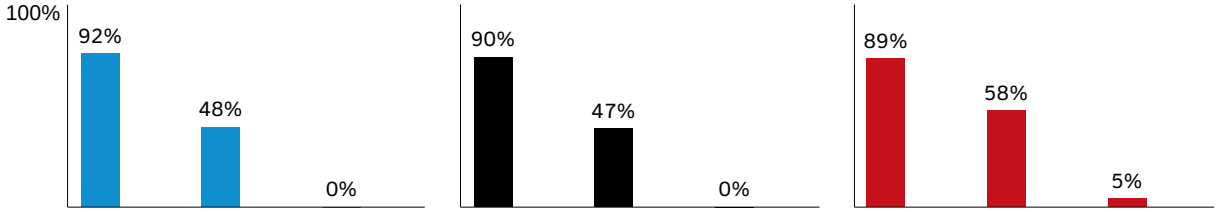
2 Student Performance

School **CLYDE-SAVANNAH ELEMENTARY SCHOOL**
School ID **65-03-01-04-0002**

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

Results in Grade 5 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 666 *Range:	648–795	668–795	700–795						
2011–12	92%	48%	0%	90%	47%	0%	89%	58%	5%
2010–11									
Number of Tested Students:	46	24	0	46	24	0			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**50**	**92%**	**48%**	**0%**				
Female	29	86%	52%	0%				
Male	21	100%	43%	0%				
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	47	–	–	–				
Multiracial								
Small Group Totals	50	92%	48%	0%				
General-Education Students	43	98%	56%	0%				
Students with Disabilities	7	57%	0%	0%				
English Proficient	50	92%	48%	0%				
Limited English Proficient								
Economically Disadvantaged	25	88%	44%	0%				
Not Disadvantaged	25	96%	52%	0%				
Migrant								
Not Migrant	50	92%	48%	0%				

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports.*

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

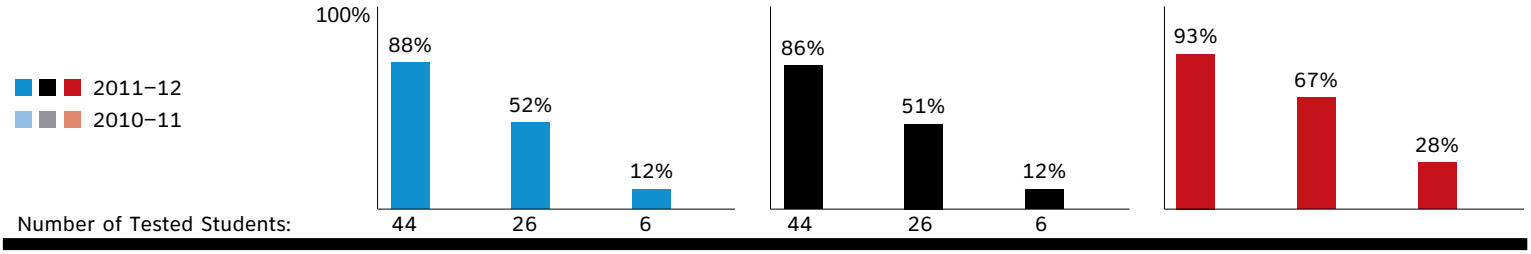
2 Student Performance

School **CLYDE-SAVANNAH ELEMENTARY SCHOOL**
School ID **65-03-01-04-0002**

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

Results in Grade 5 Mathematics

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 674 *Range:	640–780	676–780	707–780						
Number of Tested Students:	44	26	6	44	26	6			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**50**	**88%**	**52%**	**12%**				
Female	29	86%	48%	10%				
Male	21	90%	57%	14%				
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	1	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	47	–	–	–				
Multiracial								
Small Group Totals	50	88%	52%	12%				
General-Education Students	43	95%	60%	14%				
Students with Disabilities	7	43%	0%	0%				
English Proficient	50	88%	52%	12%				
Limited English Proficient								
Economically Disadvantaged	25	88%	48%	12%				
Not Disadvantaged	25	88%	56%	12%				
Migrant								
Not Migrant	50	88%	52%	12%				

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports.*

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			